

# Childminder Report

**Inspection date**

8 August 2016

Previous inspection date

7 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- The childminder does not have consistent procedures for obtaining parents' written permission to administer medication to children.
- The improvements that the childminder has made since her last inspection are not yet fully effective in helping her to support children to make good progress. There are weaknesses in the childminder's teaching. She does not provide high enough levels of challenge to help all children to reach their next steps in all areas of their learning.
- The childminder does not accurately identify weaknesses in her setting to promote continuous improvement and a good quality experience for children.
- The childminder does not have effective systems in place to work in partnership with other settings that children attend. This means that information about children's learning is not shared.

### **It has the following strengths**

- Children have close bonds with the childminder, who responds kindly and sensitively to them. This contributes significantly to children's emotional well-being. Their good behaviour shows that they feel safe and content in her care.
- The childminder provides a bright, inviting and comfortable environment. She proactively identifies and manages hazards within her home to maintain a safe environment for children to play.
- Children have many opportunities to be physically active and develop their large muscles in the childminder's well-resourced garden. For example, they skilfully climb the slide and dig enthusiastically in the sandpit. This helps to promote their physical well-being.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ obtain written permission from parents prior to administering medication to children	19/08/2016
■ ensure that all children have opportunities to participate in activities that are suitably challenging and planned to support their continuing progress across the areas of learning.	26/09/2016

### To further improve the quality of the early years provision the provider should:

- implement a robust self-evaluation process in order to accurately identify weaknesses in the setting and set challenging targets for continuous improvement
- develop the partnership working with other early years settings that children attend to achieve a shared understanding and common approach to supporting their progress.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took account of parents' views from comments in feedback questionnaires.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a selection of documentation, including policies and procedures and records of children's learning.

## Inspector

Kate Hipperson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder's self-evaluation is not robust enough to accurately identify weaknesses in practice. She has not effectively identified where she is not meeting all legal requirements. However, the childminder regularly seeks the views of parents. She uses peer support and the internet to find out new activity ideas and to help her keep up to date with changes to practice. Arrangements for safeguarding are effective. The childminder has a good knowledge of the known indicators of abuse and neglect. She recognises the appropriate actions to follow if she has concerns about the safety or well-being of a child. The childminder has suitable plans for further training to build on her understanding of how to support families and children.

### Quality of teaching, learning and assessment requires improvement

The childminder does not consistently plan activities to help children meet their individual next steps in learning. During free play, the childminder gets down at children's level and engages with them. This supports their enjoyment. However, on occasions older children lose interest as some activities lack sufficient challenge. The childminder introduces new words as children play. For example, she teaches the names of sea creatures as children complete an associated puzzle. This encourages them to build on their vocabulary. The childminder chats with children about their families and previous experiences. This reinforces their strong sense of belonging. Some children also attend other settings. The childminder has not established links with these settings to share information about children's care and learning. However, the childminder regularly shares her assessments of children's development and her monitoring of their progress with parents.

### Personal development, behaviour and welfare require improvement

The childminder does not obtain written consent from parents before administering medicines to children. She does, however, seek verbal consent and directions, minimising the impact to children's health. In other aspects of her practice the childminder, generally, promotes children's health and well-being. She works closely with parents to understand and comply with the individual health needs of children. She ensures children eat healthily and learn to wash their hands at appropriate times. The childminder praises children for their efforts, as well as for achievement, supporting the development of their self-confidence. However, she has not fully developed partnerships with other settings to support children to be emotionally ready to embrace new experiences.

### Outcomes for children require improvement

Not all children make good progress. This is because the childminder does not ensure that activities engage children at the highest level. Skills in literacy and mathematics are not consistently promoted. They are not consistently supported in understanding and using larger numbers in their play or linking letters to the sounds they represent. Nonetheless, children do acquire some basic skills ready for the next stages in their learning, such as starting school. Children show interest in books and stories. They follow their own ideas, such as when they manipulate small construction pieces and pretend that the items they have made are necklaces.

## Setting details

<b>Unique reference number</b>	EY463962
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1043618
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 February 2014
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Stanton, Suffolk. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

